



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4827 N. Country Club, Scottsdale, AZ 85256

Salt River Pima-Maricopa Community Schools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Underperforming
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Not Met
2002-03 Not Met

School Improvement Status (b)

2004-05 SI Year 2
2003-04 Year 1
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Mike McCarthy
Schedule : 07:00 AM to 05:00 PM
Grades : 7-12
2005 Enrollment : 286
Web Address : www.srpmic-ed.org
Phone Number : (480) 362-2000
Fax Number : (480) 362-2090
E-mail : mike.mccarthy@srpmic-ed.org

Mission

The mission of Salt River High School is to provide a culturally rich and challenging educational environment that fosters an atmosphere of respect, self determination and tribal sovereignty, to ensure students' roles as responsible citizens.

School / Academic Goals

- ü All students will improve their math computation skills across the curriculum.
- ü All students will improve their reading and writing comprehension skills across the curriculum.
- ü Every student will demonstrate improvement in respectful behavior toward self and others.
- ü Improve achievement scores for all students, at all levels.

Enrollment

October 1, 2004 School Year Student Enrollment : 272
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 286

Instructional Programs

- ü Core Academic Subjects
- ü Fine Arts and Instrumental Music
- ü Traditional Crafts and Arts
- ü Full Athletic Program
- ü On-site Special Education
- ü After school Academic Tutoring program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 54 minutes
First Day of School :	8/1/2005
Last Day of School :	6/19/2006

Shared Responsibilities

School

SRHS sets high expectations for academics and behavior. Core academic subjects and electives such as P.E., music, Native American crafts, and art are offered. A safe, healthy and organized environment is fostered for optimal learning.

Parents

Ensure your child attends school regularly and arrives on time. Support your school's discipline policies and bus safety rules. If a problem arises, try to resolve it by contacting the school. As a parent, be involved in all aspects of the school.

Transportation Policy

Transportation is provided to students residing in the Salt River Pima-Maricopa Indian Community.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Heard Museum Student Art Show	2004
ü Three students playing with the Arizona Youth Symphony	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	78250	65	65	99	483	483	548	73	73	21	19	19	18	8	8	48	0	0	13
All Students (Prior Year)	34	34	75001	87	87	99	402	402	468	96	96	37	4	4	36	0	0	16	0	0	10
Female	12	12	38071	52	52	99	487	487	549	60	60	20	30	30	19	10	10	49	0	0	12
Male	21	21	40126	75	75	99	480	480	547	81	81	23	13	13	17	6	6	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	33	33	4996	66	66	100	483	483	518	73	73	36	19	19	25	8	8	36	0	0	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	11	11	9329	69	69	100	453	453	454	100	100	64	0	0	18	0	0	16	0	0	2
Students without Disabilities	22	22	68996	63	63	99	494	494	561	63	63	16	26	26	18	11	11	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	16	16	33388	53	53	94	489	489	530	69	69	32	19	19	22	13	13	40	0	0	5
Non-Economically Disadvantaged	17	17	44937	81	81	100	473	473	561	80	80	13	20	20	15	0	0	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	78302	67	0	99	464	464	512	31	31	11	48	48	25	21	21	57	0	0	7
All Students (Prior Year)	30	30	74918	77	77	99	437	437	497	93	93	32	7	7	19	0	0	35	0	0	15
Female	14	14	38082	61	0	99	454	454	518	42	42	8	42	42	24	17	17	61	0	0	7
Male	20	20	40166	71	0	99	472	472	507	24	24	14	53	53	26	24	24	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	34	34	4993	68	0	100	464	464	484	31	31	19	48	48	38	21	21	42	0	0	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	13	13	9353	81	0	100	423	423	429	90	90	40	10	10	38	0	0	22	0	0	1
Students without Disabilities	21	21	69024	60	0	99	486	486	524	0	0	7	68	68	23	32	32	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	18	18	33398	60	0	94	459	459	495	33	33	18	50	50	35	17	17	46	0	0	2
Non-Economically Disadvantaged	16	16	44979	76	0	100	472	472	525	27	27	6	45	45	18	27	27	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78094	71	71	99	484	484	545	7	7	3	62	62	18	31	31	77	0	0	2
All Students (Prior Year)	34	34	74503	87	87	99	345	345	491	85	85	9	15	15	32	0	0	51	0	0	8
Female	16	16	38025	70	70	99	496	496	558	7	7	2	57	57	13	36	36	82	0	0	2
Male	20	20	40013	71	71	99	472	472	534	7	7	5	67	67	23	27	27	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	36	36	4981	72	72	100	484	484	526	7	7	4	62	62	25	31	31	70	0	0	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	15	15	9275	94	94	100	453	453	444	18	18	14	73	73	46	9	9	39	0	0	1
Students without Disabilities	21	21	68892	60	60	98	502	502	559	0	0	2	56	56	14	44	44	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	16	16	33296	53	53	94	474	474	527	6	6	5	63	63	27	31	31	67	0	0	0
Non-Economically Disadvantaged	20	20	44871	95	95	100	496	496	559	8	8	2	62	62	12	31	31	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	69846	86	88	100	651	651	699	78	78	21	15	15	11	8	8	49	0	0	18
All Students (Prior Year)	60	60	65934	98	98	100	449	449	492	95	95	43	3	3	18	2	2	24	0	0	15
Female	25	25	34328	93	96	99	649	649	702	81	81	19	10	10	12	10	10	51	0	0	18
Male	25	25	35509	81	81	100	655	655	696	74	74	23	21	21	11	5	5	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	50	50	4785	88	89	100	651	651	671	78	78	39	15	15	17	8	8	39	0	0	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	42	42	62220	82	82	99	656	656	712	72	72	16	19	19	11	9	9	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	21	21	21421	68	70	92	653	653	686	80	80	35	10	10	15	10	10	43	0	0	7
Non-Economically Disadvantaged	29	29	48489	100	100	100	650	650	704	75	75	15	20	20	10	5	5	52	0	0	23

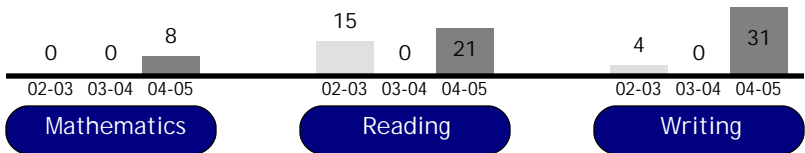
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	71311	80	82	100	647	647	694	28	28	7	42	42	21	30	30	63	0	0	9
All Students (Prior Year)	52	52	68162	91	91	100	467	467	509	50	50	18	35	35	24	15	15	51	0	0	8
Female	26	26	34899	90	93	100	653	653	700	13	13	5	58	58	19	29	29	66	0	0	10
Male	23	23	36430	72	72	100	639	639	688	47	47	9	21	21	22	32	32	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	49	49	51110	83	84	100	647	647	661	28	28	14	42	42	38	30	30	46	0	0	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	40	40	63379	74	74	100	655	655	707	17	17	5	46	46	18	37	37	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	29	29	22243	85	88	93	650	650	677	31	31	14	35	35	32	35	35	51	0	0	3
Non-Economically Disadvantaged	20	20	49157	74	74	100	643	643	702	24	24	4	53	53	16	24	24	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	47	70868	77	78	100	632	632	688	31	31	5	54	54	23	15	15	63	0	0	9
All Students (Prior Year)	50	50	67629	88	88	100	454	454	524	58	58	22	16	16	16	26	26	59	0	0	3
Female	23	23	34710	79	82	99	635	635	697	24	24	3	67	67	19	10	10	66	0	0	12
Male	24	24	36176	75	75	100	629	629	678	39	39	7	39	39	27	22	22	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	47	47	5001	80	81	100	632	632	661	31	31	9	54	54	41	15	15	48	0	0	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	10	10	7900	100	100	100	608	608	580	44	44	22	56	56	49	0	0	28	0	0	1
Students without Disabilities	37	37	63054	69	69	99	639	639	701	27	27	3	53	53	20	20	20	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	26	26	21994	76	79	92	631	631	673	30	30	10	57	57	36	13	13	52	0	0	3
Non-Economically Disadvantaged	21	21	48960	78	78	100	634	634	694	31	31	3	50	50	18	19	19	67	0	0	12

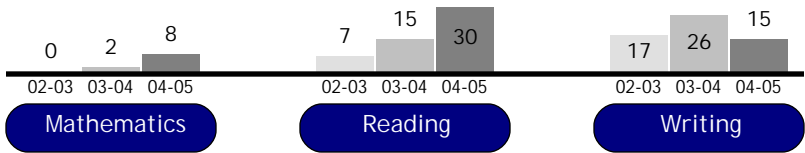
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	81	23	23	51	68	21	NA	54	80	28	28	50
	Language	88	21	21	54	86	16	16	58	80	27	27	52
	Mathematics	88	18	18	58	59	21	21	62	71	21	21	50
8	Reading	90	21	21	53	53	20	NA	55	67	27	27	51
	Language	93	10	10	49	63	11	11	52	67	22	22	50
	Mathematics	72	15	15	58	66	17	17	61	65	19	19	53
9	Reading	79	16	16	41	63	16	NA	42	88	25	25	51
	Language	85	14	14	42	57	16	16	42	88	25	25	50
	Mathematics	85	23	23	60	50	31	31	63	92	22	22	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	7.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	3	0	0
10 or more years	4	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	162
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Hightly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

Ü Drama, Visual and Performing Arts	Ü Photography Lab
Ü Computer Lab	Ü Gym and Fitness Facilities

Extracurricular Activities

Ü SRP-MIC Police Explorers	Ü Yearbook
Ü SRP-MIC Fire Cadets	Ü Cheerleading
Ü Ftball/Bball/Baseball/vollyball/Softball	Ü School Royalty/Pageant
Ü Student Council	

Social Services

Ü Counseling Services	Ü Saturday School
Ü Behavioral Health Services	Ü After School Program
Ü Social Services	Ü Teen Parenting Program
Ü Drug Court Diversion Program	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The Saturday school program for parents and students has continued. It is designed to increase daily attendance, provide support for students in the school, and develop parenting strategies with families to support the mission of the school.
- ü A strong standards based curriculum is in place. Reading skills are emphasized for those below grade level. The following evidenced based programs are in place: REWARDS, Corrective Reading.
- ü New school built and opened in Fall 2004.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Transfers Out Rates ⁵	42	12	12	17
Transfers In Rate ⁶	148	28	28	37
Stability Rate ⁷	57	87	87	82
Promotion Rate ⁸	34	96	95	81
Retention Rate ⁹	17	1	1	3
Dropout Rate ¹⁰	21	0	1	6
Status Unknown ¹¹	18	0	1	4
Graduation Rate ¹²	85	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

New Directions Program on campus (in-school suspension program). Perimeter fence installed with metal detector. 24 hour security with security guards and cameras. Locked fences at all entry points. Visitor authorization and check-in required. School crisis plan is in place.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

6

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mike McCarthy	(480) 326-2000
Transportation Policy	Elaine Cabrera	(480) 850-8596
Community Resources	Maria Chavez	(480) 362-2069
School Nutrition Programs	Terri McGehee	(480) 362-2084
Parent Organization	Maria Chavez	(480) 362-2069
Student Health/Nurse	Eileen Dolmage	(480) 850-2933

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.